**Robust Teaching/Learning Cycle**

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**DURING INSTRUCTION**

Ensure Effective Classroom Practice

**How will we teach effectively to ensure each student learns?**

Practice: Teachers engage students in robust learning experiences within a supportive classroom environment. **Teacher Quality Standards: I, II, III**

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| **Cycle Component** | **Correlation to Teacher Quality Standards** |
| **Develop Positive, Inclusive Classroom Culture**    Positive, inclusive classrooms foster learning and a sense of belonging. Teachers should build cultures that value and welcome all students, their diverse backgrounds, heritage, abilities and beliefs. Students should behave with respect and fair-mindedness and endeavor to maintain positivity. | * Fosters a predictable learning environment so each student has a positive, nurturing relationship with caring adults and peers. (II.a) * Demonstrate a commitment to and respect for diversity. (II.b) |
| **Effectively Manage Classroom**    An effectively managed classroom creates a sense of order, predictability, and maximizes learning. Well-managed classrooms foster appropriate student engagement, increase time on task and create an atmosphere where learning is respected and supported. | * Establish routines resulting in effective student interactions (II.b) * Ensures that students’ time on task is maximized so that students use their time efficiently and effectively, and help each other students stay on task. (II.f) * Uses appropriate strategies to maintain a safe and orderly environment so that students accept responsibility for their own behavior and act appropriately. (II.f) |
| **Guarantee Access for All**  Access begins with the belief that all students can learn at high levels. Through appropriate instruction, effective scaffolding and the systematic removal of institutional barriers, all students can achieve learning expectations. | * Teacher acknowledges the value of each student and develops students who respect backgrounds of fellow students, and actively seek a variety of perspectives. (II.b) * Assume that all students will meet or exceed expectations. (II.c) * Adapts teaching for the benefit of all students, including those with special needs, across a range of ability levels. (II.d) |
| **Build Disciplinary Literacy and Numeracy**    Literacy and numeracy are foundational to learning and opportunity. All teachers, regardless of the content they teach should be able to apply evidence-based literacy and numeracy strategies to support learning outcomes. | * Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and in knowledgeable in all other content he/she teaches. The secondary teacher has knowledge of literacy and mathematics and is an expert in his/her content endorsement area(s). (I.a,b,c) |
| **Use High Quality Instructional Strategies**    Instruction should match the intended learning outcome and the need of the learner(s) in the classroom. Strategies should be intentionally applied to scaffold new learning to eventual knowledge transfer. Teachers should be cognitively aware and able to incorporate the current research related to high quality instruction. | * Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social and emotional development of students. (III.a) * Demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. (III.c) |
| **Incorporate 21st Century Skills**    In order to maximize student learning, teachers should effectively incorporate instruction that promotes critical thinking, problem-solving, collaboration, team building, inquiry, creativity, information literacy, technology, and global citizenship. | * Teachers establish, communicate high expectations and plan instruction that helps students develop critical thinking and problem-solving skills. (III.e) * Thoughtfully utilize appropriate available technology in their instruction to maximize student learning. (III.d) * Teachers provide students with opportunities to work in teams and develop leadership qualities. (III.f) |
| **Differentiate and Personalize Instruction**    Every student is unique and should be supported in an environment where their multiple intelligences, learning styles, personal passions, and current level of learning are considered in the intentional planning and design of instruction. | * Teacher adjusts group composition based on lesson objectives and student needs. (III.f) * Students can articulate their needs and recommend to the teacher ways to adapt lessons to make them more engaging, challenging and relevant. (III.a) |